Cambridge OCR-set Assignment

Sample Assessment Material

Cambridge OCR Level 3 Alternative Academic Qualification
Cambridge Advanced National in Health and Social Care

Unit F096: Supporting people in relation to sexual health, pregnancy and postnatal health

Scenario Title: Advice and guidance clinic: Rosa and Jamila

Valid for assessment from September 20XX to 20XX.
For use by students beginning the qualification in September 20XX.

This is a sample Cambridge OCR-set assignment which should only be used for practice**.**

This assignment **must not** be used for live assessment of students.

The live assignments will be available on our secure website, 'Teach Cambridge'.

The Cambridge OCR administrative codes linked to this unit are:

- unit entry code F096
- certification code H125

The regulated qualification number linked to this unit is:

610/3986/X

Duration

About:

- 13 hours of supervised time (GLH)
  (work that **must** be completed under teacher supervised conditions)

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- 5 hours of unsupervised time
  (work that students can complete independently without teacher supervision)

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Information and instructions for Teachers

Using this assignment

This assignment provides a scenario and set of related tasks that reflect how people working in the health and social care sector could advise and guide individuals on issues relating to sexual health, pregnancy and postnatal health.

You can give this to students on or after 1 June 202X to help them understand it before they start using it for assessment. The dates for which students can use it for assessment are shown on the front cover.

Content warning: The health and social care sector requires a definite set of knowledge, understanding and skills that students must develop to successfully equip them for progression. Therefore, please make your students aware that some of the content in the specification and set assignments contains themes and topics related to health and social care that students may find upsetting. Where possible, we have provided choices in the set assignments to protect students.

The assignment:

- Is written so that students have the opportunity to meet the requirements of all assessment criteria for the unit.
- Will tell students if their evidence must be in a specific format. If the task does not specify a format, students can choose the format to use.
- **Must** be completed under teacher supervision. Any unsupervised time allowed will be stated below and explained in the assessment guidance.

We have estimated that this assignment will take about 13 hours of supervised time and 5 hours of unsupervised time to complete. Students will need approximately:

- 5 supervised hours to complete Task 1
- 5 supervised hours to complete Task 2
- 3 supervised hours to complete Task 3

You **must**:

- Use a Cambridge OCR-set assignment for summative assessment of students.
- Familiarise yourself with the assessment criteria and assessment guidance for the tasks. These are given at the end of each student task. They are also with the unit content in **Section 5** of the Specification.
  Assessment guidance is only given where additional information is needed. There might not be assessment guidance for each criterion.
- Make sure students understand that the assessment criteria and assessment guidance tell them in detail what they need to do in each

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task.
- Read and understand **all** the rules and guidance in **Section 7** of the Specification **before** your students start the set assignments.
- Make sure that your students complete the tasks and that you assess the tasks fully in line with the rules and guidance in **Section 7** of the Specification.
- Give your students the health and social care **Student guide to NEA assignments before** they start the assignments.
- Complete the **Teacher Observation Record** for **Task 3**. You **must** follow the guidance given when completing it.

You **must not**:
- Use live Cambridge OCR-set assignments for practice or formative assessment. This sample assessment material **can** be used for practice or formative assessment.
- Use this sample assessment material for live assessment of students.
- Allow group work for **any** task in this assignment.
- Change any part of the Cambridge OCR-set assignments or assessment criteria.

Pages 1-4 are for teachers only. Please do **not** give **Pages 1-4** to your students.

You can give **any** or **all** of the pages **that follow** to your students.

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Tasks for students and assessment criteria

Unit F096: Supporting people in relation to sexual health, pregnancy, and postnatal health

Scenario Title: Advice and guidance clinic: Rosa and Jamila

Valid for assessment from September 20XX to 20XX.
For use by students beginning the qualification in September 20XX.

Scenario

You work as a trainee at an advice and guidance clinic which supports people with issues around sexual health, pregnancy, birth and postnatal health.

Anyone can come to the clinic without an appointment and ask for help. The clinic asks the individual about the issues affecting them and makes an appointment for them to come back for an advice and guidance session. The team at the clinic research the issues affecting the individual and prepares the material to talk through at the advice and guidance session.

As part of your training, you have been asked to:

- Research the issues affecting the individuals in the two scenarios:
  - Rosa

  AND
  - Jamila

- Prepare the material for advice and guidance sessions for **both** individuals.
- Deliver **one** of the advice and guidance sessions to other staff members at the clinic as part of your training.
- Gather feedback and suggest improvements you can make.

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Task 1

Preparing the material for an advice and guidance session on sexual health issues

Topic Areas 1 and 3 are assessed in this task

The team at the clinic have gathered information about Rosa. You now need to prepare material for Rosa's advice and guidance session on sexual health issues.

Case study 1

Patient: Rosa

Age: 18

Rosa has been in a relationship for six months. She wants to become sexually active with her boyfriend Amos. This will be Rosa's first sexual encounter. Amos is 21 years old and has had a number of sexual encounters previously. He does not want to use condoms.

Key area

The key area Rosa has asked for advice about is:

- Contraceptive methods

You should also include other relevant advice on sexual health issues which you feel would be beneficial to Rosa.

The task is:

- Research the sexual health issues relevant to the case study, using appropriate sources of information.
- Prepare material for a personalised advice and guidance session, which must last approximately 5-10 minutes.

Your evidence **must** include:

- Evidence of research done, and sources used (e.g. a bibliography; copies of or links to reports, articles, sources).

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Use the assessment criteria below to tell you what you need to do in more detail.

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td>P1: Summarise the aims and objectives of the advice and guidance session for the individual.
(PO2)</td><td rowspan="3"></td><td rowspan="3"></td></tr>
<tr><td>P2: Justify why three sources of information that you have used in your research are appropriate.
(PO2)</td></tr>
<tr><td>P3: Create a plan for the content and delivery of your advice and guidance session.
(PO4)</td></tr>
<tr><td>P4: Produce advice and guidance material to present on the key area the individual has asked about.
(PO4)</td><td>M1: Examine how the issues are likely to affect the individual and their relationships with reference to PIES.
(PO3)</td><td rowspan="2">D1: Recommend and justify the two most important actions the individual should now take.
(PO3)</td></tr>
<tr><td>P5: Produce advice and guidance material to present on other relevant sexual health issues for the individual.
(PO2)</td><td>M2: Recommend three sources of support available from at least two sectors for the individual.
(PO2)</td></tr>
<tr><td></td><td>M3: Explain how you have considered the individual’s feelings in:
• your material
• how you plan to deliver it to them.
(PO3)</td><td>D2: Evaluate how effectively your advice and guidance will support the individual.
(PO3)</td></tr>
</table>

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Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
General	• Where criteria refer to 'the individual' this relates to the individual in the relevant case study. • The research element of the task does not need to be completed under teacher supervised conditions but it is necessary in order for students to access the criteria.
P1	• Students must consider the needs of the individual based on the information provided to establish the aims and objectives for the session. This must include needs based on the key area for advice identified in the case study and other needs identified by the student based on the information given about the individual and their situation.
P2	• Students should research the sexual health issues relating to the needs identified in P1 using appropriate sources, relating to Topic Area 3.1. They must justify why **three** of the sources they have used are appropriate.
P3	• Students must create a plan for both the content and delivery of their advice and guidance session. This should be based on Topic Areas 3.1 and 3.2 and must include details of how the session would be delivered and the communication skills that would be needed to do this effectively.
P4, P5, M1, M2, D1	• The evidence for these criteria must be in the form of the material that will be presented during the advice and guidance session.
P4	• This criterion focuses on the advice provided about the key area identified in the case study. For example, in the SAM Case Study 1, this is contraceptive methods from Topic Area 1.2.
P5	• This criterion focuses on the advice provided about other sexual health issues from Topic Area 1 that would be beneficial to the individual. For example, in the SAM Case Study 1, this could include advice on safe sex from Topic Area 1.2 and STIs from Topic Area 1.3.
M1	• Students must consider the possible effects on the individual and their relationships in relation to **all four** areas of PIES. If students feel that the issues are not likely to impact on one (or more) of the areas of PIES, this is acceptable as long as they have explained their reasoning.
M2	• Sources of support must be from at least **two** of the sectors identified in Topic Area 1.5.
D1	• Students need to conclude their advice and guidance session by considering the best course of action for the

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	individual. They must recommend the two most important actions the individual should take and justify their recommendations.
M3	• To achieve this criterion, students must address both bullets. This is linked to Topic Area 3.1.
D2	• Students should consider all of the evidence they have produced for Task 1 and evaluate how effective this material will be in addressing the individual's issues from the case study.

Advice:

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

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Task 2

Preparing the content for an advice and guidance session on pregnancy, birth and postnatal issues

Topic Areas 2 and 3 are assessed in this task

The team at the clinic have gathered information about Jamila. You now need to prepare material for Jamila's advice and guidance session on pregnancy, birth and postnatal health.

Case study 2

Patient: Jamila

Age: 36

Jamila has come to the clinic as she wants advice about how to increase the chances of conceiving.

She and her husband have been trying for a baby for two years. Prior to this Jamila did conceive but had a miscarriage at 12 weeks. Jamila's General Practitioner (GP) reassured her that it can sometimes take a while to conceive and that the likelihood of having another miscarriage is low, but she is very worried.

Jamila's husband Yoshi is 40 years old. Jamila and Yoshi both like to socialise and regularly have around 15 units of alcohol a week. Neither would consider themselves to be very physically fit or healthy.

Key area

The key area Jamila has asked for advice about is:

- How to increase the chances of a successful conception

You should also include other relevant advice on pregnancy, birth and postnatal health which you feel would be beneficial to Jamila.

The task is:

- Research pregnancy, birth and postnatal health issues relevant to the case study.
- Prepare material for a personalised advice and guidance session, which must last approximately 5-10 minutes.

Your evidence **must** include:

- Evidence of research done, and sources used (e.g. a bibliography; copies of or links to reports, articles, sources).

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Use the assessment criteria below to tell you what you need to do in more detail.

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td>P6: Summarise the aims and objectives of the advice and guidance session for the individual.
(PO2)</td><td rowspan="3"></td><td rowspan="3"></td></tr>
<tr><td>P7: Justify why three sources of information that you have used in your research are appropriate.
(PO4)</td></tr>
<tr><td>P8: Create a plan for the content and delivery of your advice and guidance session.
(PO4)</td></tr>
<tr><td>P9: Produce advice and guidance material to present on the key area the individual has asked about.
(PO2)</td><td>M4: Examine how the issues are likely to affect the individual and their relationships with reference to PIES.
(PO3)</td><td rowspan="2">D3: Recommend and justify the two most important actions the individual should now take.
(PO3)</td></tr>
<tr><td>P10: Produce advice and guidance material to present on other relevant pregnancy, birth and post-natal issues for the individual.
(PO2)</td><td>M5: Recommend three sources of support available from at least two sectors for the individual.
(PO2)</td></tr>
<tr><td></td><td>M6:
Explain how you have considered the individual’s feelings in:
• your material
• how you plan to deliver it to them.
(PO3)</td><td>D4: Evaluate how effectively your advice and guidance will support the individual.
(PO3)</td></tr>
</table>

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Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
General	• Where criteria refer to 'the individual' this relates to the individual in the relevant case study. • The research element of the task does not need to be completed under teacher supervised conditions but it is necessary in order for students to access the criteria.
P6	• Students must consider the needs of the individual based on the information provided to establish the aims and objectives for the session. This must include needs based on the key area for advice identified in the case study and other needs identified by the student based on the information given about the individual and their situation.
P7	• Students should research the pregnancy, birth and postnatal issues relating to the needs identified in P6 using appropriate sources. They must justify why **three** of the sources they have used are appropriate.
P8	• Students must create a plan for both the content and delivery of their advice and guidance session. This should be based on Topic Areas 3.1 and 3.2 and must include details of how the session would be delivered and the communication skills that would be needed to do this effectively.
P9, P10, M4, M5, D3	• The evidence for these criteria must be in the form of the material that will be presented during the advice and guidance session.
P9	• This criterion focuses on the advice provided about the key area identified in the case study. For example, in the SAM Case Study 2, this is about planning for conception from Topic Area 2.1.
P10	• This criterion focuses on the advice provided about other pregnancy, birth and post-natal issues from TA2 that would be beneficial to the individual. For example, in the SAM Case Study 2, this could include advice on healthy pregnancy from Topic Area 2.2.
M4	• Students must consider the possible effects on the individual and their relationships in relation to **all four** areas of PIES. If students feel that the issues are not likely to impact on one (or more) of the areas of PIES, this is acceptable as long as they have explained their reasoning.
M5	• Sources of support must be from at least **two** of the sectors identified in Topic Area 2.5.
D3	• Students need to conclude their advice and guidance session by considering the best course of action for the

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	individual. They must recommend the two most important actions the individual should take and justify their recommendations.
M6	• To achieve this criterion, students must address both bullets. This is linked to Topic Area 3.1.
D4	• Students should consider all of the evidence they have produced for Task 2 and evaluate how effective this material will be in addressing the individual's issues from the case study.

Advice:

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

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Task 3

Delivering and reviewing an advice and guidance session

Topic Area 3 is assessed in this task

You now need to deliver **one** of the advice and guidance sessions you have prepared. You will deliver it to other staff members at the clinic as part of your training and gather feedback.

The task is:

- Choose **one** of the advice and guidance sessions.
- Deliver the advice and guidance session.
- Gather feedback on your delivery of the session and evaluate your advice and guidance.

Your evidence **must** include:

- The feedback you have collected
- A teacher Observation Record Form completed and signed by you and your teacher.

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P11: **Deliver** the advice and guidance session. (PO4)	**M7**: **Use** appropriate communication skills when delivering the advice and guidance session. (PO4)	**D5**: **Evaluate** the content and delivery of your advice and guidance session. (PO3)
P12: **Use** an appropriate method to collect feedback on the content and delivery of the advice and guidance session. (PO4)		

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Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
General	• Students can choose either of their advice and guidance sessions to deliver. This can be to the teacher, peers or a combination of both. If the advice and guidance session is delivered to peers only, this must be video recorded, so that the teacher can use the recording to complete the Teacher Observation Record for P11 and M7. The recording does not need to be submitted to us. Peer feedback is acceptable for P12 and D5. • The audience must give adequate feedback to enable the student to access P12 and D5.
P11 and M7	• Teachers must complete a 'Teacher Observation Record' for each student to evidence they have met these criteria. Students must also read and sign it. • P11 is achieved if the student delivers all the content of their chosen advice and guidance session. • M7 is linked to Topic Area 3.2.
P12	• Students must collect feedback from their audience about the content and delivery of their advice and guidance session.
D5	• Students should use self-reflection, and the feedback they have collected on their delivery, to evaluate both the content and delivery of the advice and guidance session.

Advice:

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

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Teacher Observation Record Form

Use this form to record what is observed.
Read the **guidance notes** below the form **before** you complete the form.

Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Health and Social Care (Extended Certificate)

Unit number:	F096
Unit title:	Supporting people in relation to sexual health, pregnancy and postnatal health
Task number:	3
Task title:	Delivering and reviewing an advice and guidance session

Student's name:	
Date the activity was completed:	

What extra evidence is attached to the form?	

The **teacher** fills in this section:

What Assessment Criteria does this activity relate to? **P11 and M7**
How does the activity meet the requirements of the Assessment Criteria? You **must**: 1. State whether the student explained all the content of their outline plan effectively. 2. Give a summary of what was covered.

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3. Describe how the student used effective communication skills.

You should comment on:

- Pace
- Suitability for audience
- Tone and pitch
- Body language
- Eye contact
- Facial expression

Teacher's name:	
Teacher's signature:	
Date:	

The **student** fills in this section:

I agree with my teacher's description of how I completed this activity Yes ☐
Use this space to make any extra comments.

Student's signature:	
Date:	

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Guidance notes

Both the teacher **and** the student are responsible for completing this form.

The **teacher must**:
- use the form to describe in detail what they observed the student doing.
- give contextualised details of what the student did and how this relates to the Assessment Criteria.
- say how well the activity was completed in relation to the Assessment Criteria with reasons.
- share what they have written with the student and offer the opportunity to discuss if the student disagrees with what is written.
- reach agreement with the student before the work is submitted for moderation.
- sign and date the form as evidence of agreement.

The **student must**:
- reach agreement with the teacher before the work is submitted for moderation.
- use the form to show that they agree with the teacher's record of the activity observed
- sign and date the form as evidence of agreement.

The form **must**:
- be accompanied by extra evidence, as required by the task.
- provide evidence that is individual to the student.

The form **must not**:
- contain a simple repeat of the Assessment Criteria.
- contain just a list of skills.
- be completed by anyone other than the teacher observing the activity and the student completing the activity.
- be written by the student for the teacher to sign.
- be used to evidence achievement of a whole unit or task in isolation.

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NEA Command Words

The table below shows the command words that may be used in the NEA assignments and/or assessment criteria.

Command Word	Meaning
Adapt	• Change to make suitable for a new use or purpose
Analyse	• Separate or break down information into parts and identify their characteristics or elements • Explain the different elements of a topic or argument and make reasoned comments • Explain the impacts of actions using a logical chain of reasoning
Assess	• Offer a reasoned judgement of the standard or quality of situations or skills. The reasoned judgement is informed by relevant facts
Calculate	• Work out the numerical value. Show your working unless otherwise stated
Classify	• Arrange in categories according to shared qualities or characteristics
Compare	• Give an account of the similarities and differences between two or more items, situations or actions.
Conclude	• Judge or decide something
Describe	• Give an account that includes the relevant characteristics, qualities or events
Discuss (how/whether/etc)	• Present, analyse and evaluate relevant points (for example, for/against an argument) to make a reasoned judgement
Evaluate	• Make a reasoned qualitative judgement considering different factors and using available knowledge/experience
Examine	• To look at, inspect, or scrutinise carefully, or in detail
Explain	• Give reasons for and/or causes of something • Make something clear by describing and/or giving information
Interpret	• Translate information into recognisable form • Convey one's understanding to others, e.g. in a performance
Investigate	• Inquire into (a situation or problem)
Justify	• Give valid reasons for offering an opinion or reaching a conclusion
Research	• Do detailed study in order to discover (new) information or reach a (new) understanding
Summarise	• Express the most important facts or ideas about something in a short and clear form

We might also use other command words but these will be:

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- commonly used words whose meaning will be made clear from the context in which they are used
- subject specific words drawn from the unit content.

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